# Cultivating of Character Values in Learning:
# A Case Study in a Selected Elementary School in Banjarmasin City

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## ABSTRACT

This study examined the cultivation of character values by educators in a primary school in Banjarmasin city. The research was done by identifying exemplary principals and teachers in the application of character values, the level of difficulty experienced by teachers in integrating and cultivating character values into learning, and methods in cultivating the values. This qualitative study used a whole school approach and inductive reasoning approach. The study results illustrated that the efforts made by the principal through policy and examples (role models), and by the teachers through integrating character values, incorporating them into learning, and tother ways were successful. This success was inseparable from the role of parents in cultivating the values in their home. Cultivation of values through teachers as role models was in accordance with the results of his/her personality test. Score of discipline, politeness in speaking and attitudes, and responsibility, were primarily associated with the timeliness of their duty at school which scored higher than other characters. There was an association between teacher and student personality score. When the creativity and curiosity score of teachers were low, the creativity and curiosity scores of students in 2nd and 5th grade was lower than the scores for other characters. While the score of the teacher's responsibility was higher than the score for other teacher's characters, the responsibility score in students was lower than that of other characters (especially in 5th grade). That might be caused by other factors outside the teacher that was not examined in this study.

**Key words**: cultivation of values; character; wisdom; exemplary; integration

## INTRODUCTION

Problems related to character education is often measured by proxies ranging from tardiness, lack of disciplines, and act of littering to harassment (bullying), brawling and abuse. While Law No. 20 of 2003 on the national education system [1], Ministerial Regulation No. 22 of 2006 on the Standard of Content [2], Regulation of the National Education Minister No. 23 of 2006 concerning the graduation qualification standards [3], Presidential Instruction No. I of 2010 on Accelerating the Implementation of National Development Priority [4] ordered the development of students character through education in schools. Law No. 20 Year 2003 on National Education System Article 3 stated that the national education serves to develop the ability and shape the character and civilization of the dignity of the nation in the context of educating the life of the nation. National education aims at developing students' potential to become a man of faith and devoted to the God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become a democratic and accountable citizens.

The purpose and function of education outlined in legislation are to be implemented in teaching and learning in schools. Character education is the foundation that must be imparted to the students and fostered in the practice of everyday life at school or in the students' home. Value cultivation is done usually through real-life examples conducted by the principal, teachers and other non-educators in the school environment. While values cultivation at home is done by parents and other family members.

The purpose of the study in general was to assess the cultivation of character values conducted by teachers and principals to students. The specific purposes of this study were to: (i) identify exemplary principals and teachers in the application of the character values, (ii) identify the level of difficulty experienced by teachers in integrating character values into learning, (iii) Identify the level of difficulty experienced by teachers in cultivating character values, (iv) Identify methods of value cultivation, (v) Analyse and provide policy advice related to the improvement of character values.

This is a case study of the implementation of character education at the sample school in the city of Banjarmasin. Nine characters values from the 18 values created by the Centre of Curriculum [5] were employed. These characters were: religious devotion, honesty, discipline, creativity, curiousity, politeness, confidence, care for the environment and social environment, as well as responsibility. While the study of teacher's ability to integrate the character values into learning and cultivating to students, used all the 18-character values.

## LITERATURE REVIEW

Character education is a deliberate effort to develop the core values of ethics and performance carried out in all cultures. To be effective, character education must include all stakeholders in the school community and should permeate to the school environment and curriculum (6). Furthermore, the same source stated that the school should make clear that the basic human values is beyond religious and cultural differences and applied in different nations and cultures. The core of ethical values are care, honesty, fairness, responsibility, and respect for oneself and others. Values of performance include, diligence, best effort, perseverance, critical and positive thinking. Schools community choose and commit that the entire core values is as a basis for the school community to interact and do their best work in school. School is committed to develop students' character. School considers the core values important to the school's mission and become a reference in the code of conduct.

What should be done firstly by school in this case is to provide an understanding of the importance of character education. It was then realized in the school policy related to character education. Secondly, the school principal, teachers and other staff act as role models. According to Marilyn Price [7], role models present in the lives of children in various ways. Role models can come from educators, community leaders, mothers, fathers, religious leaders, peers, or ordinary people who are encountered daily (maybe also a maid in the house). This indicates that role models should not be people who have a certain position, or a great person with a great job. Anyone can become a source of inspiration for children to achieve her best potential.

Character value cultivation can be done through the real-life example of role models, as well as through the integration of these values into learning. Cultivating values in learning can be done with three alternative ways: (i) integrate into the core competencies and basic competencies, (ii) integrate into the formulation of indicators of core competencies and basic competencies; (iii) integrate into the activity or process of learning that has been prepared in lessons plan [8].

Role model is a person who provides inspiration and encouragement to strive in reaching the goal or better condition by utilizing the potential in him, and see themselves positively. Role model is someone who is admired and become a destination for someone to make himself like role models. Role models can come from anyone. How are principals and teachers as role models for their students? Students learn from them, through commitment and accomplishments they have achieved in teaching, and through their ability to make their students aware of their selves development. Students obtain advice and guidance from both [9].
The results of Marilyn Price-Mitchell study on teacher as a role model to 50 young students showed that teachers as a source of inspiration for them. One of the students stated that they are very dedicated to teaching, helping students and empowering them.

> "They're so dedicated to teaching students and helping students and empowering students. That is such a meaningful gesture. They are always trying to give back to the next generation. That really inspires me."

Role model is needed as a model that exemplify good behaviour. Not only that, the cores of character education are understanding of the importance of good values that are embedded, applied the values in everyday life, and then the application give the change for someone to be a better person than before. Modelling is not just coming from the school but also from parents and other adults in the house and surrounding environment. This study only looks at the example of principals as leaders and policy makers and teachers as individuals who provide positive inspiration whom needed to imitated.
The development of character education has been carried out prior to the implementation of the curriculum in 2013 but not included in the assessment report K1 and K2. School community as models in the implementation of character values can not be separated from the policy of the school. Principal policy generally implemented through value investment into learning, training and habituation.
Character education includes knowledge about moral understanding, moral feeling, and moral action. To achieve the moral dimension of action (moral action), it needs process of elaboration. Education have an active role in this dimension. [10].
Characters can affect a person's personality. Personality is innate from birth. According to Merriam Webster [11] personality is a set of qualities that make a person different from other people. There are 4 types of personality, namely (i) Choleris: characterized by a person who likes

independence, firm, fiery, challenge, boss of himself; (ii) Sanguine, characterized by love with the practical stuff, always happy and cheerful, like surprises, like all the social activities and having fun; (iii) Phlegmatic, characterized by person who love cooperation, avoiding conflict, dislike sudden changes, good interlocutor, like a sure thing; (iv) The melancholy, characterized by person who like details, hide anger, perfect, like clear instructions, and very fond of routine activities. Each personality

type has advantages and disadvantages. When each person learns to overcome his weaknesses and improve his weaknesses and bring a new positive habit then it is called character. For example, a pure choleris but very polite in presenting their opinions and instructions to others, a sanguine unable to bring herself to get serious in a situation that requires calmness and focus attention [12]. So that personality could be the result of character education.
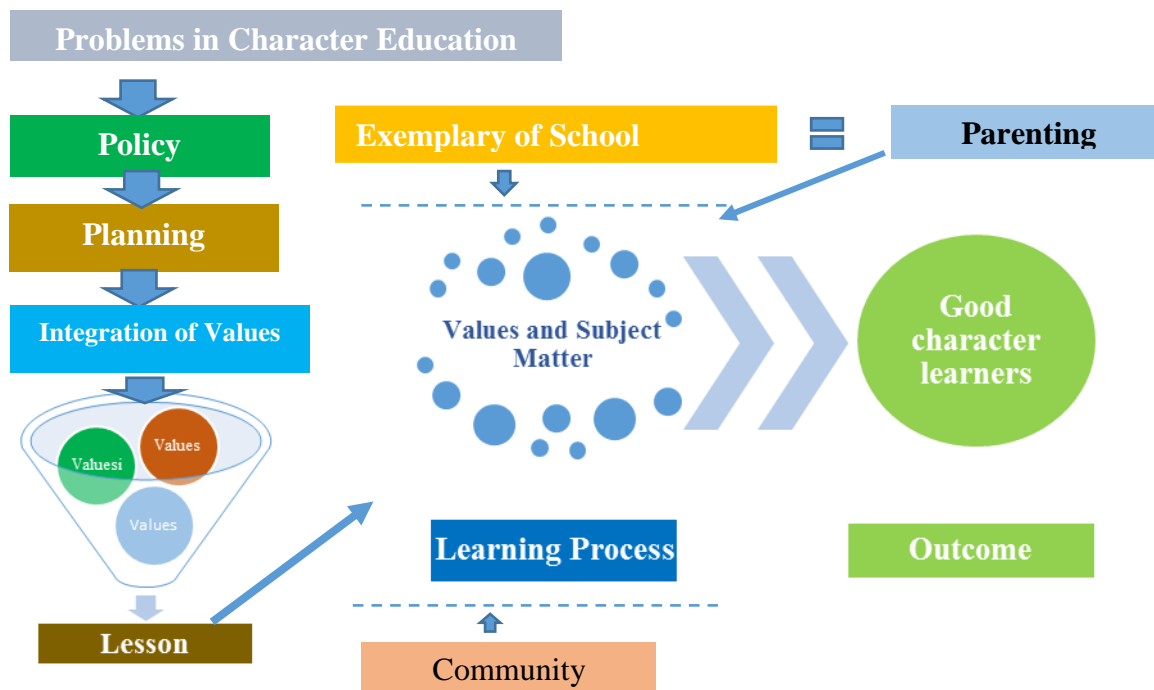


Figure 1. Research Framework

**RESEARCH FRAMEWORK**

Problems in character education must be resolved by refering to the policies of character development, especially in students. Ministerial regulation No. 23 of 2015 on Character in article 1, paragraph 2 states growing manners is the activity of habituating positive attitude and behaviour at school, starting from the first day of school until graduating from the school. Education is a process to develop the student's character, through learning, habituation, and exemplary of the school community, including those conducted by parents at home. In the process of learning, teachers must make plans to integrate the values of the characters into their teaching / learning process and then deliver those values to students. Character education is done not only through learning material that has been prepared in the planning but

also through the interaction between teachers and students. The process of implantation of the characters in school is expected to be in synergy with the implementation at home and it the community to produce characterized students who can be the future leaders of the countries.

**RESEARCH METHOD**

**Samples and inclusion criteria**

This case study was conducted using Focus Group Discussion (FGD) and a survey in a selected primary school in the city of Banjarmasin that had been implementing Curriculum 2013. The study was conducted in 2014. Respondents included principal, 10 teachers and 30 students in grade 2 and 35 students in grade 5 that already implemented Curriculum 2013 a year before the research.

**Measurements**

Research on cultivation of character values was performed using whole-school approach. From the side of the principal, the variables of the research included school policies and exemplary of principals. Variables included for teacher were teacher's personality, level of teachers' ability to integrate and instil character values into their teaching, and how teachers convey character values to students. Observation was done to see every aspect of character education that visible when the researcher visited the school during the survey. Below some questions asked to principal dan teachers in FGD and survey.

**School Principals**

- How should the learning of character education be conducted to provide an opportunity for learners to argue?
- How to determine indicator of success for character education?
- How the behaviour of teachers and education personnel as role models in implementing character education to students, especially in understanding and practicing values such as honest, discipline, responsible, care, cooperation, tolerance, peace, polite, responsive and pro active.
- Was school held socialization of character education to school community and student parents? How did socialization of character education implement in school?
- Does school involve stakeholders (parents, community leaders, NGOs) in the implementation of character education. And how to involve them, especially those who are difficult to get involved in school activities.
- Did the school made commitment to the whole school community on the value planting? Was there any synergize of value planting between school and home?

**Teachers**

- How to integrate character values into subjects?
- Level of difficulties in integrating those values
- How to transfer character values in learning process?
- Level of difficulties in transfering those values
- The difficulties faced when instilling character values to students during learning and the solution
- The role of principle, teachers, non educational staff and parents in character education (teachers were asked about the principle, other staff and parents)

Personality assessment tools for teachers and students were prepared using an inventory model. Instruments for teachers were developed by giving a stimulus in the form of positive statements for teacher using Force Choice technique. In this way teachers were asked to choose one of two statements best describes their personality. Both of statements given were equally positive that each contain the value of certain characters so that it can fairly measure the personality of the teachers, and avoid normative answer. This technique provoke spontaneous response from each teacher, unencumbered to show a good attitude (normative) as expected from the environment. Result of this assessment is a map of the character strength of a person [12]. Whereas instruments for students were in the form of 2 pictures that should be chose by students in accordance to their perception about themselves.

The inductive reasoning used as an analytical approach where researcher systematically observing the phenomenon under study, looking for patterns or themes in the observation, and develop a generalization of the analysis of these themes [13].

**RESULT AND DISCUSSION**

The results of the research systematically pursued illustration of value investment at the school as a whole which includes:

**Exemplary of principal and teachers in the application of character values**

Exemplary of principals primarily visible from the cleanliness and well maintained plants. When the author visited school, the principal was watering the plants in the school. The cleanliness of the school environment became his concern. The principal instilled the character values into the vision and mission of the school, assigning teachers to attend Curriculum (K-13) training and provide coaching or guidance. He then delegated the management of character education to teachers. The school principal mentored the implementation of K-13, KKG (teachers working group), and guide students in character education during the flag ceremony or *apel pagi* which was carried out every Monday and Saturday. Character development was also done religiously by an activity called *Friday Taqwa* supporting regulations No. 3 in 2009 on Al-Quran education for moslem students [14].

Exemplary of principal in implementing character values in everyday school life (based on information from teachers) can be described as follows.
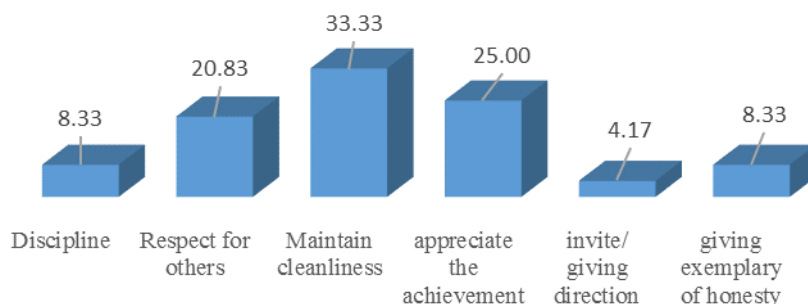


Figure 2. Principle Exemplary

In accordance with the results of observations, the biggest exemplary principals do is maintain cleanliness (33.33 percent), then appreciate the achievements (25.00 percent), and respect for others (20.83 per cent). Exemplary in terms of honesty and discipline were 8.33 percent. While giving direction and invites school community to implement the values of character 4.17 percent. This indicates that the principal considers exemplary of action more important than direction. While exemplary carried out by teachers in general can be seen in the pie chart below.
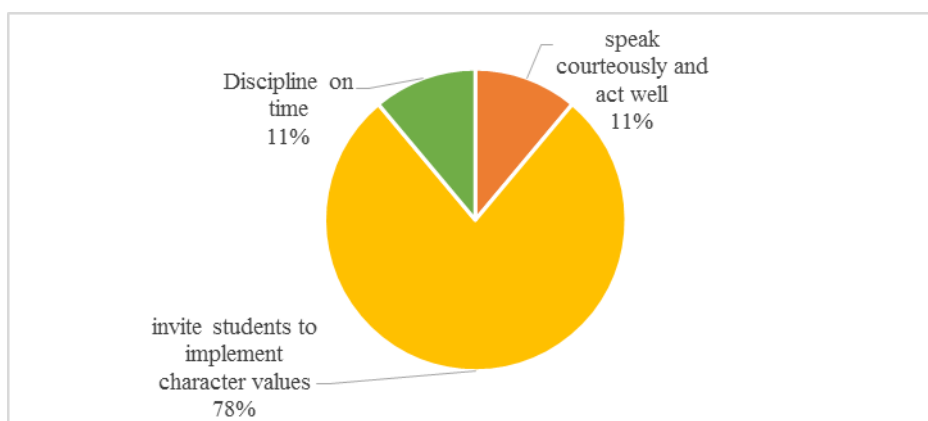


Figure 3. Teacher Exemplary

The above pie chart (figure 3) showed the largest percentage of the example set by teachers (according to teachers) - inviting students to apply the values of characters in everyday life (78 percent). How to invite students to implement these values vary for example, teachers encourage students to comply with school rules, teachers greeting students when entering the classroom or when meeting students, teachers speak courteously and dress decently. However, only 11 % of teachers exemplified time discipline by coming to school early or on time. This kind of discipline can also be imparted to the students in a way to complete the task on time. Students asked to make schedule on their activities carried out in their home so that they learned discipline not only at school but also at home. Teacher exemplary on speaking courteously had an equal percentage to teachers' discipline on time. This exemplary was in line with the school head opinion on his teachers and education staff that they were required to give an example to the students, especially the discipline of working time, dress up, speaking politely, have words that according to their deed, and showed religious devotion. But for exemplary of discipline in working time which was only 11 % had not yet appropriate with the requirement of teacher's sertification program, principle expectation, and teachers' personality test. This indicated that discipline had

already instill and done in teachers life but have not been highly exemplified to students.

In connection with exemplary performed by teachers, teachers' personality test results showed that the creativity and curiosity of teachers was at the low score, the score was below the lower limit of 3.94 with a standard deviation of 1.46. There was a common thread, between curiosity and creativity when people were highly creative, the desire to know or get a variety of information was also high. And vice versa. While confidence was at the medium score (close to the lower limit). Compared to six other character values in the medium score, confident was the lowest. There was a relationship between confidence and creativity, when people were highly creative, he/she would produce a range of works that he/she could be proud of. This increased self-confidence.

Ian Leslie in his book Curious: The Desire to Know and Why Your Future Depends On It [15] quoted Albert Einstein who stated "I have no special talents, I am only passionately curious." His high curiosity drove Einstein to become the Biggest Theoretical Physics Scientists at the 20th century. Teachers are educators as well as learners, they have deep and broad knowledge. They are the best people who are rich in knowledge. So that teachers

should have high curiosity that will deliver them to confidence and creativity.

The result of personality test of teachers in this school showed that the highest score they achieved was disciplined on time and work. This was triggered by the implementation of the teacher certification program by the government. Discipline on time and on various documents that should be collected regularly believed can lead teachers to be more disciplined in other things. Discipline then will become a habit and finally entrenched into the world of education. Discipline was related to responsibility.

Ministry of National Education regulation Number 16 Year 2007 identified four competencies required for teachers; pedagogical, personality, social, and professional [16]. At the personality competence, core competencies that must be owned by teachers, among others were work ethic, responsibility, a sense of pride to be a teacher, and self-confidence. The teacher's responsibility scored higher than the lower limit (4.02), although still in the moderate group score. While the score for teachers' self confidence were in the medium (4.10) but more likely closer to the lower limit. While the teacher's personality score has not reached the upper limit of 6.78. So the teacher's personality score was generally in the middle position.
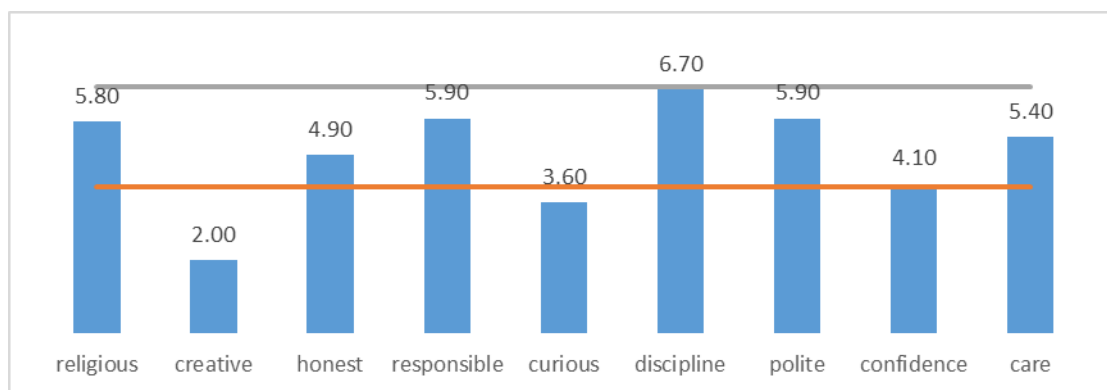


Figure 4. Result of Teacher Personality Measurement

**Identify the level of difficulty experienced by teachers in integrating character values into learning**

Measurements on the degree of difficulty carried out by categorizing it by very easy (MS), pretty easy (AM), Difficult (S), and very difficult (SS). Difficulties experienced by teachers in instilling nine character values (religious devotion, creativity, honesty, responsibility, curiosity, discipline,

courtesy, confidence, and care) depicted in the bar graph in figure 5.

Integrating of 9 character values into 10 subjects (according to Curriculum 2006, because the new Curriculum had just began to be implemented) by teachers generally considered as very easy and pretty easy. This can be seen in the diagram below. Teachers very easily integrate 9 character values

into learning with a range between 11.36 to 50.78 percent. While teachers considered pretty easy to integrate the 9-character value with a range between 43.18 to 86.36. It was only a few teachers who claimed integration of 9 character values into learning were difficult, namely the integration of the value of care, manners, curiosity, responsible, creative, and religious. A few teachers stated that it was very difficult to integrate the value of honesty on the subjects of science and social studies and a few others said they could not integrate religious values into certain subjects (mathematics, science, and social studies) (Figure 5).
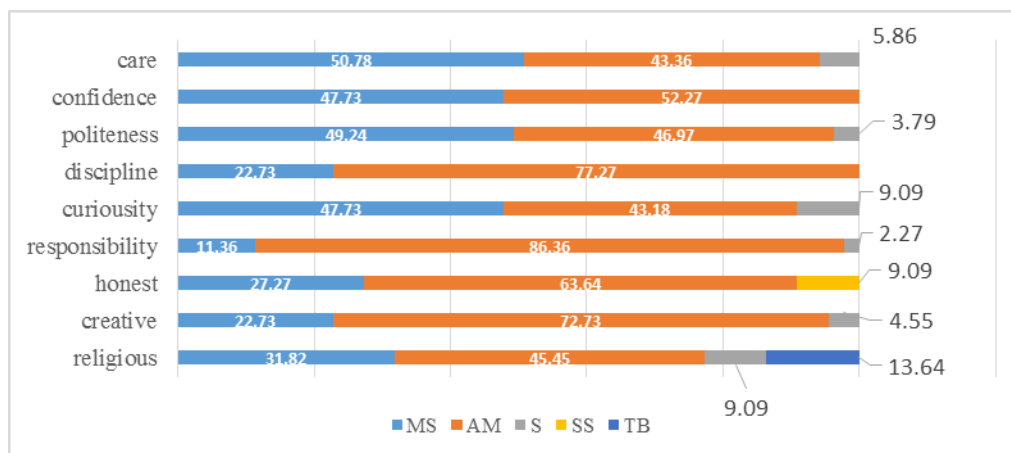


Figure 5. Level of difficulties for teachers in integrating 9 character values into learning

The study on the integration of the character values was more comprehensive (18-character value that had been developed by Curriculum Centre in 2010), the level of difficulty experienced by teachers were seen from different angles – integration the values on 10 subjects taught in basic education unit. The results of data processing showed that in general teachers assumed that they rather easily integrated eighteen value into 10 subjects, the range between 40.28 to 96.30 percent (the smallest percentage in this range was the integration value of the character into science, while the largest range was on the subject of Arts and Culture, and 80.56 percent on the subjects of Physical Education and Sports). Teachers assumed that they very easily integrated character values into 10 subjects was range between 8.33 to 51.39 percent (Figure 6).
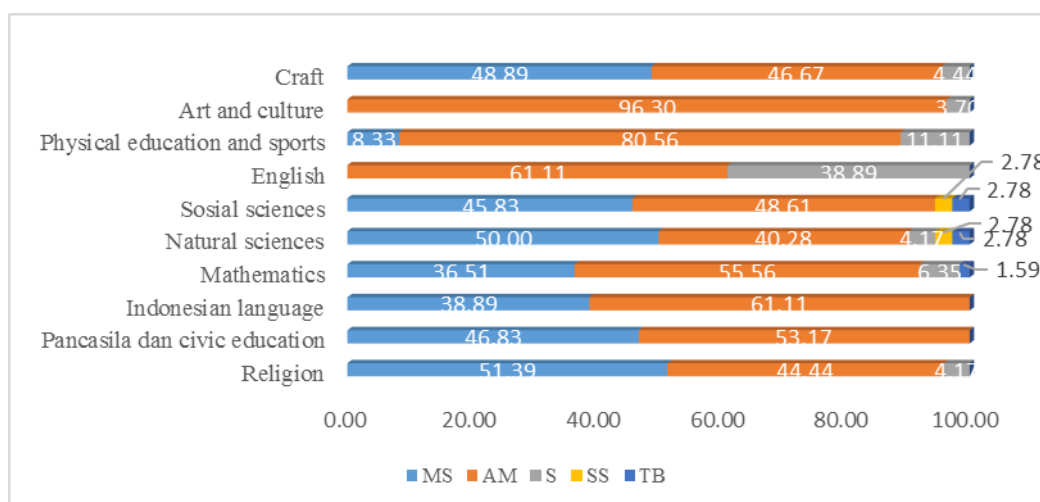


Figure 6. Level of difficulties for teachers in integrating 18 character values into learning

The difficulty of integrating the religious value, the curiosity, the spirit of nationalism, love peace, care for the environment, social care and responsibility in the subjects of English were 38.89 percent.

Difficulties are also experienced by teachers in integrating democratic values, the national spirit, and love of peace into science subjects, likewise the integration of religious values, patriotism, respect for the achievements, friendly / communicative, and love of peace into Mathematics deemed difficult for teachers, and some teacher found difficulty to integrate creative and democratic values into subjects of Religion. The higher degree of difficulty (very difficult) experienced by teachers in integrating values of honest into science and social studies. While some teachers said he could not integrate religious values into mathematics, science, and social studies.

**The level of difficulty experienced by teachers in cultivating the character values**

As well as in the integration of the values of character, measuring the degree of difficulty of value investment is also done by categorizing into Very Easy (MS), Pretty Easy (AM), Difficult (S), and Very Difficult (SS). Difficulties experienced by teachers in instilling nine character values (religious, creative, honest, responsibility, curiosity, discipline, courtesy, confidence, and care) depicted in the bar graph below.
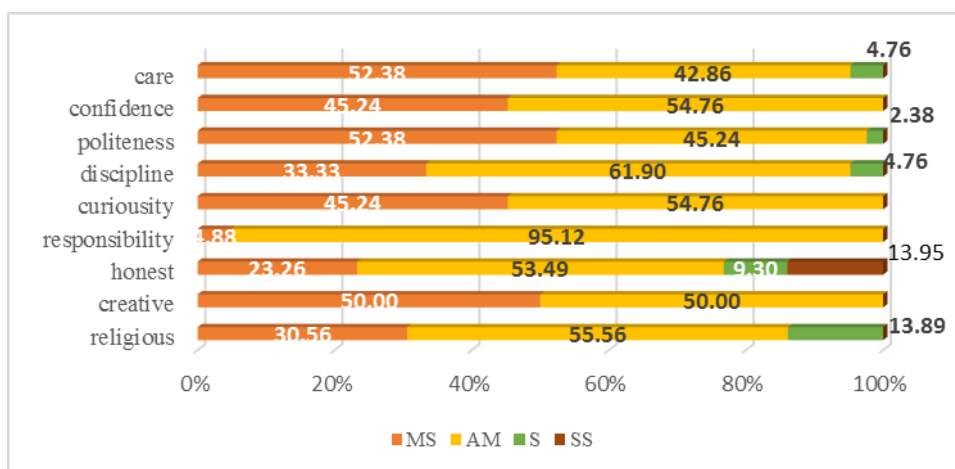


Figure 7. Level of Difficulty for teachers in cultivating 9 character values into learning

It is seen that teachers very easily in cultivating nine character values, the range is between 4.88 to 52.38 percent. The smallest percentage was at the level of very easy experienced by teachers in cultivating the value of responsibility. While the largest (> 50 percent) experienced by teachers in cultivating the value of mannered. While the level of pretty easy in cultivating the values has a greater range, which is between 42.86 to 95.12 percent. The lowest level (42.86 percent) experienced by teachers in cultivating the value of care, while the highest range (95.12 percent) experienced by teachers in planting the value of responsibility.

Generally, teachers have no trouble in cultivating the value of these characters. Only a few percent of teachers are experiencing difficulties, the range is between 2.38 to 13.89 percent. Some teachers found difficulties to cultivate the values of religious into natural and social sciences, as well as art and culture.

Meanwhile, in the larger scope (cultivating eighteenth values developed by the Curriculum Centre of Education in 2010) according to 9 subjects taught in primary schools, it is found that in general teachers instil the 18 value very easy and pretty easy. While the difficulties experienced by teachers in instilling these values into the subjects of Art and Culture, English, Social study, Science, Mathematics, Civics, and Religion. While only a few teachers experienced a very difficult levels in instilling the values of characters in some subjects such as Art and Culture, Social study, and Science. a few others also felt unable to instil some values into the subjects of Art-culture-craft, social studies and science.

In general it can be said that the competence of teachers in instilling character values into learning are good, most are not experiencing difficulties. It also proves that the character values is not something new but something that is ingrained, that each person has. It is the duty of teachers to instil, foster and motivate and guide students to develop character values.

Meanwhile some of the difficulties encountered by teachers in instilling some values into learning in certain subjects should not be imposed as forced to insert these values into learning. It will also make the cultivating of that value becomes stiff and out of place. So cultivating of character values should be done flexibly and not to be imposed, but it gives profound meaning as to give effect to the efficacy of the character changing of the students as what has been attempted by the teacher.
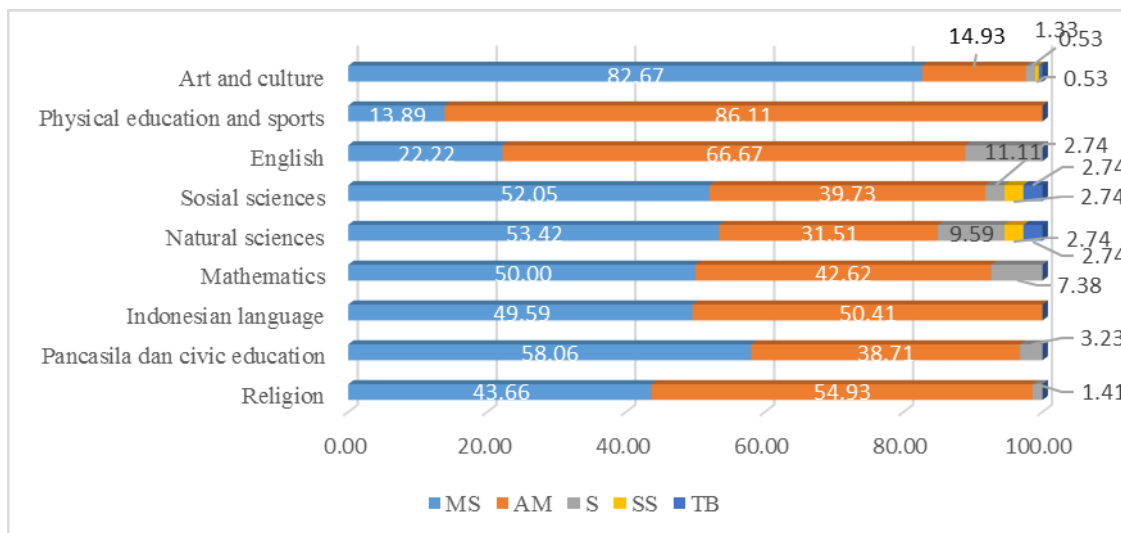


Figure 8. Level of difficulties in cultivating 18 character values into 9 subjects

Teachers had a great effort in planning and implementing to instil the character values, it was proved that teachers have implementing integration of character values into lessons to the maximum. However, on some of the difficulties experienced by teachers in the integration of values, teachers need to see other ways to integrate the existing values (Suprastowo et al, 2010), namely:

- **Alternative 1 - Integration of the character values into the Core Competence (KI) and Basic Competence (KD)**: (i) Assess the depth of material from KI and KD of a subject; (ii) assess the possible values that can be integrated; (iii) selecting the relevant integrated learning model; (iv) to instil the value by using integrated learning model; (v) summaries the result of integration into indicators of integrated learning; and (vi) develop learning program (lesson plan/RPP).
- **Alternative 2 - Integration of the character values into indicators**: (i) analyse the KI and KD; (ii) Describe the KI and KD as formulation of indicators of learning; (iii) analyse the depth of the material of each indicator; (Iv) analyse the character values that can be integrated into

the indicators; (V) selecting an integrated learning model that is relevant to the analysis iv; (Vi) instil character values into indicators using integrated learning model; (Vii) summaries the result of integration as indicators of integrated learning; and (viii) develop learning program (lesson plan/ RPP)

- **Alternative 3 - Integration of character values into the activity / learning process**: (i) review and analyse KI and KD; (ii) Describe the KI and KD as formulation of indicators; (iii) analyse the depth of the material of each indicator; (iv) analyse the character values that can be inserted in the learning scenarios; (v) Develop a learning program (lesson plan/RPP); (vi) selecting an integrated learning model that is relevant to the analysis results iii; (vii) inserting character values in learning scenarios set out in the lesson plan/RPP.

**Method in cultivating the character values**
Generally, survey result revealed teachers planted the 18-character values by integrating it into the subject matter, and into the learning process through the interaction with the students, as illustrated in the following table.

Table 1. Methods of cultivating character values

| Character Values | Method of cultivation |
|---|---|
| religious | - giving moral message<br>- lessons begin and end with prayer<br>- provides an understanding of creation, grace, and pleasure that God gives |
| honest | - stressing the importance of honesty through words and deeds<br>- asking student not to lie<br>- provide an understanding that using anything belongs to a friend should get permission<br>- apply fairness, not to cheat<br>- giving examples for being honest<br>- implementing mutual respect among peers, parents and community<br>- stressing the importance of honesty, that any job/ task if it was done independently will bring complacency<br>- playing game of 'honesty' which was adjusted to children age<br>- helping each other and sharing |
| discipline | - as exemplary for appreciation of time<br>- abiding the rules/ order<br>- coming to school on time<br>- completing the task on time |
| hard work | - giving motivation not to give up easily<br>- finding solutions to problems<br>- carry out any task |
| creative | - process scraps into useful materials<br>- provide opportunities for students to create their creativity<br>- students are asked to observe and express their opinions<br>- motivate students by giving rewards for their good works |
| independent | - get self pride and confidence for his ability<br>- independent in assigning individual and team work |
| democratic | - expressing opinion politely<br>- respect the opinion of others<br>- provide opportunities for mutual discussion and deliberation<br>- receive feedback and constructive criticism<br>- giving example how to speech well in the learning process and appreciate students opinion |
| curiosity | - encourage students to be curious<br>- encourage students to be creative<br>- using scientific approach in learning |
| National spirit | - follow monday ceremony solemnly and orderly<br>- appreciate national hero<br>- participate in any race at independence day<br>- unselfishness |
| patriotism | - recognize and preserve indonesia's products, art and culture<br>- proud to be an indonesian citizen<br>- engage students to love their homeland<br>- preserve national culture<br>- protecting the environment (in cleanliness) |
| appreciate the achievement | - appreciate friends achievement as a motivation to produce better achievement by promoting honesty.<br>- provide opportunities for self development in students |
| friends and communication | - adapted students to cooperate with other students<br>- playing games that contain friendship<br>- appreciate fellow<br>- help and give to each other<br>- ask students to work in team in order to make them communicate actively |

| love peace | - always doing something positive<br>- resolve issues with deliberation<br>- not prejudice to others<br>- no grudge and always forgive others<br>- give priority to peace |
|---|---|
| love to read | - provide opportunity for students to the library<br>- encourage students to read display news and ask them to retell it |
| care for environment | - invite student to keep their selves and environment clean<br>- appreciate cleanliness and sustainability of the environmental<br>- picking up and throwing garbage into the trash can |
| social care | - invite students to help a friend in need<br>- helping anybody<br>- promote courtesy, cooperation, honesty, and discipline. |
| responsibility | - complete every task on time<br>- responsible for the borrowing items<br>- sportive |

Ways of value investment done by teachers in the case study school generally done by teachers in other schools. These methods do not reflect the specificity or uniqueness of school / county where the school is located. Based on the way that teachers do in the cultivating of the character values, we can identify value investment method done by teachers as shown in the pie chart in figure 9.
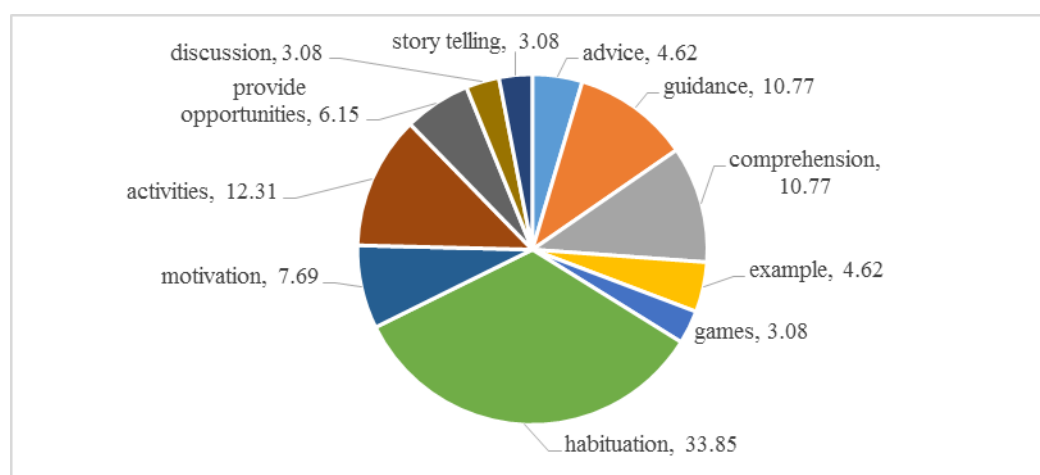


Figure 9. Method of cultivating values by teacher in the case study school

Habituation is the method most often employed by teachers (33.85 per cent). While the next most popular method is cultivating through the provision of activities (12 percent), providing insight and guidance (respectively 10.77 percent). Other methods used by less than 10 percent is motivating, giving a chance / opportunity, giving the example and advice respectively 4, 62 percent, and discussion / deliberation and storytelling (3.08 percent each).

Cultivating values through storytelling is still minimal, storytelling here is done by the students in order to increase their interest in reading so that students love to read. While the useful of storytelling is not only limited to this. This method can be done to embed all the character values. This method can grow the enthusiasm of the students and the cultivation of values can survive long in the memories of the students, even students can retell it to others. Storytelling for children according to Musfiroh [17] gives an important value for children on the grounds that storytelling: 1) is the most digestible method (other than exemplary); 2) a method that can be integrated with other basic skills such as listening, speaking, reading and writing; 3) gives opportunity for students to develop the ability to sympathize and empathize with the events that happened to someone else (social sensitivity training), 4) give examples to students on how to address a problem, 5). give lessons to students to control a desire that negatively judged by the society, 6) providing a social barometer to students, 7) instil manners

that has a stronger retention than narrative and direct orders, 8) gives space for children to apply what they have learned, 9) to give a positive psychological effect between storyteller and listener (e.g. emotional closeness), 10) develop the ability to assemble the causal relationship of an event, and help children learn to examine an incident, 11) gives the effect of recreational and imaginative, 12) encourages students to give meaning for the learning process, especially regarding empathy so that a student can concretize the psychological feeling of looking at the problem from the viewpoint of others. Even through this method a child obtain something that can be retold to others.

Discussion, used by only 3,08 percent, is known to create a positive impact on the students' academic results, emotional behaviour and overall social

interaction in the classroom [18]. From discussion a student can gain self confidence and self esteem. By discussion one can receive and respect other opinion. It is important for teachers to use this method more frequently.

Efforts that have been optimally done by teachers measured through a personality test to students through measurements of the 9-character values that was equal to those done to the teachers, although with different means and materials. The measurement result shows that in general 5 from 9 character values of students reached the maximal score, whereas other character values reached more than 8 score. This result did not purely as effort of students teacher but also students parents and supports of community and environment where the students live.
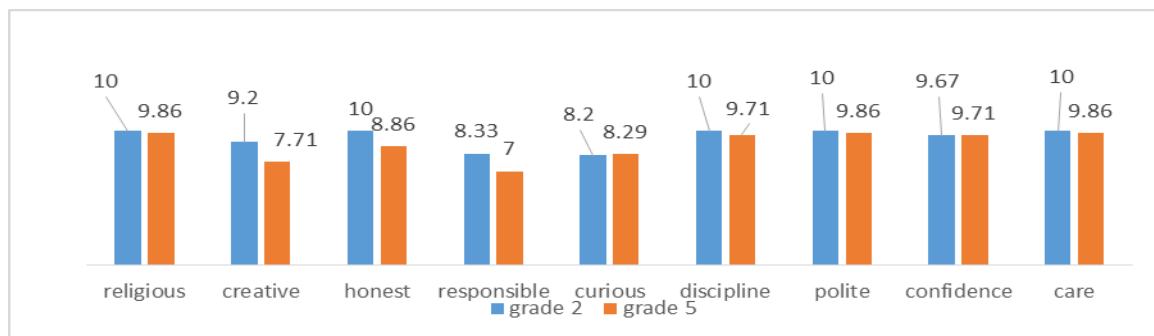


Figure 10. Result of students personality measurement

The above figure shows that result of grade 5 students personality test generally was lower than students of grade 2 with minimal score of 7 in grade 5 compared to 8.2 in grade 2 and maximally 9.86 in grade 5 and 10 in grade 2. The lowest score was in responsible (7.00), and then creative (7.71). Whereas in students grade 2, religious, honest, disciplines, polite, and care reach the highest score. Responsible and creative in students grade 5 shows a considerable gap. For responsibility, generally younger students are still spoiled and their independence has not grown up. In fact this was not happened to these students. Students in 11-12 years old had lower responsibility than the younger (7-8 years old). The research revealed that 54 percent of students in grade 5 was still assisted by their parents in their homework. Whereas only 27 percent of students in grade 2 who got help for their homework. This also occured for creativity, 43 percent of students grade 5 had the same desire to draw the same object with their other friends, while

83 percent of students in grade 2 had different desires in drawing different themes/ object with their friends. While the value of honesty measured by students perceptions if they found someone wallet in the street and the honesty when they fill in answers on test. Regarding responsibility, parents should guide their children in study but did not help them to complete their task.

On the other hand, the above result of teacher personality (Figure 4) shows a rather surprising score in which the overall score of the teacher personality at the level of low to the medium (st dev.=1.38). Creativity of teachers is still very alarming. There is a red line between creativity-curiosity-confidence, and this three aspects affect each other. It is very difficult to link between personality of students and teachers, as there are various factors that influence the personality of students not only from the teachers alone.

## Conclusions and Recommendation

Character values cultivation has been done through various efforts such as policy of principals, exemplary from principals and teachers, and the inculcation of values conducted through the material and the learning process. Results of value investment showed a generally higher score in a personality test that is done to the students. The result of the cultivation of character values by teachers can not be separated from the role of parents at home. Exemplary of principal visible in cultivating the value of cleanliness, respect for the achievements, respect for others, honesty, discipline and provide direction and encourage action to implement the values of character. While most examples from teachers in general is to encourage students to apply the values of character into learning, such as discipline, manners in speech, and good attitude. This corresponded with the results of teacher personality test where discipline is at the highest score, while polite in spoken and good attitude at the second which is higher than the results of other characters. While the value of student's character on creativity, curiosity, and responsibility had lower scores than other character values in the 5th grade and greater in 2nd grade. This corresponds with the results of the teacher personality test where the score of creative and curiosity was low. Low teacher creativity is also shown by their answers which were generally in similar wording that actually did not showing their honesty.

Creativity and curiosity of teachers needs to be improved, both values are mutually supporting each other. If both values increased, it will affect in increasing confidence. Curiosity is a fusion of intelligence, perseverance and a great desire to learn new things. Increased curiosity can be done by reading a variety of sources that match their interests and the tasks being undertaken; open minded by visiting other schools and share their experiences in teaching with other teachers in other school, active in teacher working group (KKG) and other discussion forums; asking questions and seeking answers through various sources, whether primary or secondary sources, and information about constraints faced by students can be a learning resource for self-improvement; and poured a variety of ideas when planning and implementing learning will automatically increase the creativity of teachers. The idea of using objects that come from the surrounding environment can be a trigger for the creativity of teachers in creating efficient and effective learning process.

Teacher should improved the use of storytelling as the most digestible method in cultivating values. Students can improved the ability to sympathize and emphatize, control their negative desired by social barometer, apply what they learned, develop the ability in sorting causal relationship of an event, and develop their imagination. By re-storytelling, children learn to dare to appear in front of his friends and other people. It can improve their self esteem and self confidence too, as well as the use of discussion method in learning. By discussion students can also receive and respect other opinion. Principals and teachers must apply the values and rules prescribed for the student to themselves, so that the value investment not only on one direction but synergies in various directions (students – teachers – principals - other staff in schools). What is instilled in school must also be synergized with what is invested at home and it surrounding (community), so there should be harmonized and synergized between school-home-community. There should be a good cooperation from this three parties in controlling the existence and behaviour of children.

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